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ABSTRACT

The objective of the project was to pilot test the Model to Evaluate Inservice Personnel Development. The pilot test was designed to determine: (1) whether the model could evaluate the personnel development programs in the two States where the model was pilot tested, (2) applicability of the model in other States, and (3) the potential of the model, with modification, to evaluate projects other than the kind funded under Section 553 of Part F of the 1968 vocational amendments. The pilot test was conducted in two phases. The first phase was a test of the components and procedures of the model in Tennessee with a list of the changes resulting from that phase included in the report. Phase 2 was conducted in California, and additional changes resulted from the pilot test there. It was concluded that more time was needed to conduct the pilot test, but using two different States and numerous reviewers was beneficial. The final part of the report states four recommendations for the dissemination of the evaluation model. The remaining one-half of the document consists of an appendix of observation and interview schedules. (BP)

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A FINAL REPORT

A PILOT TEST OF AN EVALUATION SYSTEM FOR VOCATIONAL EDUCATION LEADERSHIP AND PROFESSIONAL DEVELOPMENT ACTIVITIES

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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A FINAL REPORT
ON A PROJECT CONDUCTED UNDER
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U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education

FOREWARD

This project was conducted to pilot test the evaluation model developed in the project entitled "An Evaluation System for Vocational Education Leadership and Professional Development Activities." Most of the procedures and materials of the model were tested in Tennessee and California. Following the pilot test, the model was revised considerably to the form attached to this document.

The services of the following are recognized in completing the project: Ronald D. Daugherty, project director and Warren L. Lasell and Richard P. Coatney.

Appreciation is also extended to persons in Tennessee and California who made the pilot test possible: William Harrison, assistant commissioner for vocational-technical education in Tennessee; Ronald L. Hubright, coordinator, education personnel development in Tennessee; Wesley P. Smith, director of vocational education in California; and James W. Becket, coordinator, professional development education in California.

We wish to acknowledge the contributions of the following reviewers for the model: Daniel E. Koble, N. L. McCaslin, and Wayne Schroeder, research and development specialists, The Center for Vocational and Technical Education.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

This document is the final report of the project entitled "A Pilot Test of an Evaluation System for Vocational Education Leadership and Professional Development Activities." The text of the report is arranged in the format for final reports contained in Appendix A of the Handbook for Directors of projects funded under parts D and F of the Education Professions Development Act (U. S. Office of Education, January 15, 1972). The evaluation model tested and subsequently revised is submitted with this report.

1. Restate all of the objectives (anticipated outcomes) as originally stated in the plan of operation or, if applicable, as modified during the operation of the project.

The objective of the project was to pilot test, in Tennessee and California, the Model to Evaluate Inservice Personnel Development in Vocational-Technical Education. The evaluation model was developed in the U. S. Office of Education-funded project entitled "An Evaluation System for Vocational Education Leadership and Professional Development Activities."

The pilot test was limited because of the short amount of time and limited funds available for it. Although most of the components and procedures were tested, two were not. The data collected with the survey forms were prepared by the project staff, not by state personnel as was proposed in the model. Instructions for the preparation of data, both by hand and by computer, were written after the pilot test. Also, the state evaluation team consisted of three rather than five persons, and team members conducted the meeting in the presence of project staff. Although project staff members were only observers and did not participate in the meeting, questions of clarification were sometimes asked of them.

The anticipated outcome of the project was a tested model which could be used by most, if not all, state divisions of vocational education to evaluate personnel development activities. More specifically, the pilot test was designed to determine: (1) whether the model could evaluate the personnel development programs in the two states where the model was pilot tested, (2) applicability of the model in other states, and (3) the potential of the model, with modficiation, to evaluate projects other than the kind funded under section 553 of part F of the 1968 vocational amendments.

2. State the actual outcomes of the project or sub-project and describe the instruments used to measure the outcomes.

The pilot test was conducted in two phases. The first phase was a test of the components in two phases. The first phase was a test of the components and procedures of the model in Tennessee

during April and May of 1972. As a result of this phase, several changes were made in the evaluation model. A list of the changes resulting from that phase follows:

a. The model was edited to clarify the meaning of both materials and procedures. For example, wording was changed to make materials more readable. Also, instructions were given to have the state coordinator of personnel development send a project summary or abstract as advance material to members of the state evaluation team. Finally, a sampling information sheet was included with the data, to provide figures on population, sample size, and percentage responding for each project and for the entire program.

b. The model was changed to include provisions for state personnel to send advance information to members of the state evaluation team (SET) before its meeting. Accordingly, the staff sent descriptions of personnel development projects to be evaluated in California and procedures of the evaluation to members of the California SET (second phase of the test) before they met.

c. The substantive focus of the evaluation model was modified somewhat. More emphasis was placed upon data related to the achievement of program and project objectives. In addition, data were no longer broken out according to the economic indicators of the agencies in which the project participants worked.

The second phase of the pilot test was conducted in California during May and June. The following are changes in the model that resulted from both phases of the pilot test, but particularly from the California phase.

(1) A preface was added to the model.

(2) Instructions for making and using program and project description sheets were included.

(3) Instructions for the SET meeting were modified.
--Provisions for orientation of the SET members were included.
--The role of the state coordinator of personnel development was described in more detail.
--State evaluation team members were specifically instructed to use their professional judgment in dealing with the evaluation data.
--The state coordinator of personnel development was instructed to select one of the SET members as chairman of the team when he selected the team.

--The SET chairman was given the responsibility to chair the meeting and insure delivery of the evaluation report to the state director of vocational education.

d. Several changes were made in the instructions for distributing and collecting data, analyzing data, and conducting the SET meeting. The changes were made to clarify the meaning of instructions through better wording and the addition of information which had not been included before.

e. The computer program was edited.

f. The surveys of the model were edited to make them more consistent with the analyzed data presented to members of the team during the SET meeting.

g. In several components of the model, instructions and descriptions emphasized that the model can be altered to fit the individual needs of states using it.

Project staff members used interview and observation schedules to evaluate the operation of the evaluation model in the pilot test. The observation schedule is attached as Appendix 1 and the interview schedules are Appendix 2. Data from the schedules were used to make the modifications described above.

The staff observed the state evaluation team meetings in both Tennessee and California. In addition, they observed the flow of surveys into and from the field in order to determine the clarity of instructions for collecting data with the survey forms of the evaluation model. These observations resulted in the detection of several minor errors in the instructions which made it difficult for either the state coordinator of personnel development or the SET members to perform certain necessary functions in the evaluation.

The staff interviewed the state director of vocational education in Tennessee, the state coordinators of personnel development in Tennessee and California, and members of the state evaluation teams in both states. These persons provided support for numerous procedures and materials of the model and made suggestions for changes in others. Persons from both states indicated it was very likely that they would use the evaluation model during the next fiscal year to evaluate personnel development in vocational education.

3. State the reason for discrepancies between the anticipated and actual outcomes.

There were no discrepancies between anticipated and actual outcomes. Results of the observations and the interviews suggested that the model will function in many situations. The pilot test did not, however, reveal the types of situations or circumstances in which the model will not work. State coordinators of personnel development in the two states indicated that data obtained through the evaluation would be helpful to them in planning future programs. Also, the pilot test did not yield information on the potential of the model to evaluate projects other than the kind funded under section 553 of part F of the 1968 amendments.

4. If plans have been made for follow-up evaluation, indicate the date when additional information will be available.

There are no plans for a follow-up evaluation at this time. The evaluation model is submitted with this report to the Office of Education pursuant to the terms of Grant Number OEG-0-72-0051 (725), Project Number 02-2592.

5. State any observations which might be helpful to others considering embarking on a venture such as this one.

a. More time is needed to conduct a pilot test such as this. The late funding of the grant award did not allow sufficient time to contact states, negotiate agreements to conduct the pilot test of the total model. As a result, the California phase of the pilot test was not completed until two weeks before June 30, the original project deadline. This did not allow sufficient time to make the changes in the evaluation model necessary as a result of the California phase of the test.

b. The use of two states with very different personnel development programs was helpful. In this case, the staff received indications of how well the evaluation model would work in a state with a large program and one with a small program.

c. The use of numerous reviewers and critics to react to the model and parts of it was particularly beneficial in the development of the evaluation model. Some 20 persons of the 30 who were asked reacted to the materials.

6. State any final recommendations which would be useful to the bureau in administering the program under which you received your grant.

The recommendations which follow do not relate to the administration of the program but to the diseemination of the evaluation model. It is recommended that:

a. The U. S. Office of Education provide The Center for Vocational and Technical Education the funds to produce 200 sets of the evaluation model.

b. The Center for Vocational and Technical Education distribute copies of the model on a specimen basis in the following manner:
   --One copy to each of the state coordinators of personnel development in the 50 states.
   --Additional copies to key teacher education departments suggested by the state coordinators.

c. The Center communicate the limitations on validation of the model to users to insure that they do not believe extensive field testing has been conducted.

d. The Center provide a brief orientation workshop, funded by the U. S. Office of Education, for training state coordinators and others willing to pay travel and lodging expenses in the use of the model.

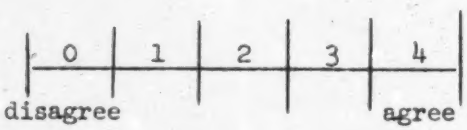
APPENDICES

APPENDIX 1

Observation Schedule

Observation Schedule
(SET Meeting)

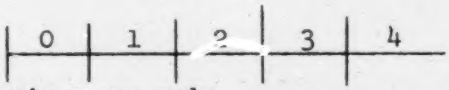
1. There is little discussion designed to clarify the functions of the SET.



2. Use the space which follows to record the number of positive remarks made by SET members about information collected in the evaluation or elicited by the questions in AID. (Positive remarks are those which are favorable toward the information.)

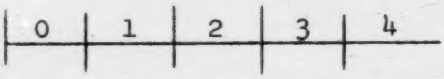
3. Use the space which follows to record the number of negative remarks made by SET members about information collected in the evaluation or elicited by questions in the aid for interpreting data (AID). (Negative remarks are those which are neither favorable nor neutral toward the information.)

4. SET members draw conclusions about state programs easily.



0 - no conclusions are made
1 - few (1-3) are reached slowly
2 - few (1-3) are reached quickly
3 - some (4-6) are reached
4 - several (more than 6) are reached

5. The conclusions are well-founded



0 - no basis for conclusion
1 - seem arbitrary
2 - partially based upon data
3 - most seem based on evidence
4 - all seem based on evidence and seem logical

6. The state evaluation team easily made recommendation which seemed to follow from the data considered in the meeting.

0	1	2	3	4

0 - disagree
1 - disagree slightly
2 - neither agree nor disagree
3 - agree slightly
4 - agree

7. What has happened as a result of the evaluation report?

8. A group of judges will rate the evaluation report on the basis of criteria developed by the project staff.

APPENDIX 2

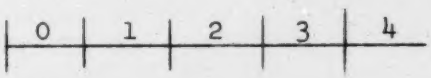
Interview Schedules

Interview Schedule
(SET Members)

1. Were instructions for the evaluation clear and understandable? (probe)

2. Was the aid for interpreting data (AID) useful to you?

3. Rate AID on its usefulness on a scale of 0-4 with 0 being of no use and 4 extremely useful.



4. How could the SET be helped to perform its functions?

5. Did you have adequate time to perform the SET functions?

6. Is the model presented in a logical manner?

7. How much training will be required for SET's to use this model? What kind of training should be given? What advance literature should be provided?

Interview Schedule
(State Coordinator of Personnel Development)

1. Are the sampling procedures workable?

2. Can data be collected in the amount of time allowed in the pilot test?

3. Will states conducting the evaluation have any particular problems in securing a high response rate (80% or more)?

4. Are the procedures used to select the SET workable?

5. Is the model organized logically? E.g., the seven documents? format of documents? That part they use?

6. Can the model be used in programs of different size with several different kinds of projects?

7. Will the cost of this evaluation be reasonable?

8. Can the evaluation operate within the time frame of the state program to provide information for planning future programs? Where should the evaluation be conducted?

9. What training will be necessary for states to use the evaluation model?

10. Can the procedures of the evaluation model be used by other states?

11. What information provided by the SET was most useful? Least useful?

12. What additional information should be included in the evaluation?